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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: disadvantaged and nondisadvantaged students' detection of written fallacies in reasoning; the effects of remedial reading instruction, a camp-style reading/study program, and reading laboratory instruction on reading achievement, attitudes, and self concept; the relationship between reading achievement and oral syntactic development; the relationship of spatial visualization to reading ability in learning disabled children; the relationship of self concept to reading achievement in Mexican American children; adult/child interaction in a compensatory preschool and a receiving kindergarten program; self-management training for children with reading problems; the auditory training component in a compensatory program; reading performance of relaxation trained children; learning disabled children's recall comprehension abilities; the academic achievement of black children; the effect of color as a facilitator of visual discrimination in paired associate learning; reading acquisition in hyperactive children; a reading program for special education students; and guidelines for work with disabled readers. (GW)

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Abstracts of the following dissertations are included in this collection:

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THE INFLUENCE OF REMEDIAL READING INSTRUCTION IN VOCABULARY AND COMPREHENSION SKILLS ON SELF CONCEPT AND READING ACHIEVEMENT OF SELECTED ELEMENTARY STUDENTS

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SELF-MANAGEMENT TRAINING FOR CHILDREN WITH READING PROBLEMS: EFFECTS ON READING PERFORMANCE AND SUSTAINED ATTENTION

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EFFECT OF PRINT SIZE AND EXTRANEOUS NOISE ON READING ACQUISITION FOR HYPERACTIVE AND NON-HYPERACTIVE CHILDREN

Steiner, Nancy Miller

AN EXAMINATION OF THE EFFECTS OF THE MONTEREY READING PROGRAM ON JUNIOR HIGH SCHOOL SPECIAL EDUCATION STUDENTS

White Hawk, Sharon Kay

READING DISABILITY: DIAGNOSIS, PRESCRIPTION AND REMEDIATION TECHNIQUES FOR SCHOOL PSYCHOLOGISTS

SIMILARITIES AND DIFFERENCES IN THE RECOGNITION OF WRITTEN FALLACIES IN REASONING BETWEEN DISADVANTAGED AND NONDISADVANTAGED SEVENTH GRADE STUDENTS

HURST, Jacqueline Elaine, Ph.D.
The Florida State University, 1977

Major Professor: Dr. C. Glennon Rowell

The primary purpose of this study was to determine if there are significant differences between disadvantaged seventh grade students and nondisadvantaged seventh grade students in the ability to detect written fallacies in reasoning when the reading level of the two groups is held constant.

Specifically, the research was conducted: 1. To determine if there were significant differences in the ability to recognize various types of fallacies in reasoning between seventh grade students who are disadvantaged and seventh grade students who are nondisadvantaged. 2. To determine if differences in socioeconomic status of seventh grade students affected their ability to recognize certain types of reading-reasoning fallacies.

The Alpha .05 level of significance was used as the criterion for the seven hypotheses. All hypotheses were tested using a one way analysis of variance.

The study tested the hypotheses that there is no statistically significant difference between the mean scores of: disadvantaged and nondisadvantaged seventh grade students on the Middle School Fallacies in Reasoning Test (MSFRT), disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the appealing-to-conformity fallacy as measured by the MSFRT, disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the inadequate data fallacy as measured by the MSFRT, disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the stereotyping fallacy as measured by the MSFRT, disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the false authority fallacy as measured by the MSFRT; disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the either-or fallacy as measured by the MSFRT, and disadvantaged and nondisadvantaged seventh grade students on the items testing the ability to recognize the part-whole fallacy as measured by the MSFRT.

The population for this study was composed of 110 seventh grade students enrolled at two different junior high schools, located in an urban area in southeastern Georgia. Students enrolled at the Developmental Research School of Florida State University in Tallahassee, Florida were administered the MSFRT for pilot purposes.

The disadvantaged students mean scores were statistically significantly higher for five of the seven hypotheses tested than were the mean scores for the nondisadvantaged students. The differences in the mean scores between the disadvantaged and the nondisadvantaged students could possibly be explained by the critical reading instruction received by most of the disadvantaged population who participated in a corrective reading program funded under Title I. Order No. 77-26,979, 93 pages.

THE INFLUENCE OF REMEDIAL READING INSTRUCTION IN VOCABULARY AND COMPREHENSION SKILLS ON SELF CONCEPT AND READING ACHIEVEMENT OF SELECTED ELEMENTARY STUDENTS

JACKSON, James Clyde, Ed.D.
The Louisiana State University and
Agricultural and Mechanical College, 1977

Supervisor: Dr. Helen M. Cookston

The purpose of this study was to study the influence of remedial reading instruction in vocabulary and comprehension on self concepts and reading achievement of selected elementary students. The study took place in five elementary schools in Lafayette Parish, Louisiana.

Statement of the Problem

The following null hypothesis was tested for several variables using the .05 level of significance: no significant difference in reading achievement and self concepts will result from remedial reading instruction.

Procedure

The students who participated in the study were 117 third, fourth, and fifth grade students from five schools. The study lasted for twenty-four weeks during the 1975-76 school year.

Students were selected from a nonrandomized population and were divided into two groups. The experimental group received approximately 120 minutes of remedial reading instruction weekly in addition to regular reading instruction. The control group received all reading instruction in the regular classroom. Students were pretested and posttested with the Nelson Reading Test, Form A and Form B and the Piers-Harris Children's Self Concept Scale. Fifteen teachers and four teacher-clerks worked with students along with other students who were members of the regular classroom organization. The experimental design for this study was the nonrandomized, control group, pretest-posttest method.

Analysis of Data

In order to adequately test the hypothesis, students were divided into the following subgroups: group, experimental and control; sex, male and female; race, black and white; grade, third, fourth, and fifth; residence, city and rural, and; socioeconomic status, grade completed and income. An analysis of covariance was computed for each group for self concepts and reading achievement. The F-ratio was tested for significance.

Findings

1. Remedial reading instruction did not significantly affect self concepts and reading achievement of students by group. 2. There was a significant difference between self concepts of the experimental group and the control group by sex. Female students in the control group had higher self concepts than female students in the experimental group. The male control group had higher self concepts than the female experimental group. 3. Race and residence (location) were not significant factors in self concept differences between groups. 4. Education and income were not significant factors in self concept differences between groups. 5. There was a significant difference in reading achievement between the experimental group and control group for vocabulary. The control group achieved higher than the experimental groups. 6. Sex was not a significant factor in reading achievement between the experimental group and the control group. 7. Race was not a significant factor in reading achievement between the experimental group and the control group. 8. Residence (location) was not a significant factor in achievement between the experimental group and control group. 9. Education of parents did significantly influence achievement between groups in vocabulary. Income was not a significant factor in achievement between groups.

Conclusions

Remedial reading instruction d d not significantly contribute to differences in achievement between the experimental group and control group by sex, race, grade, or residence.

Recommendations

1. More research should be done on a parish-wide basis involving more remedial reading students for a longer period of time. This will allow for greater indepth study of variables. 2. Research should be conducted on follow-up of remedial reading instruction and follow-through by classroom teachers of reading. 3. Future research on self concepts and reading achievement should include some data on past experiences of students. Order No. 77-25,384, 124 pages.

THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND ORAL SYNTACTIC DEVELOPMENT

JENKINS, Jackie Womble, Ed.D.
Duke University, 1977

Supervisor: Anne H. Adams

The purposes of this study were to: (1) investigate the relationship between syntactic complexity or oral language and reading achievement, and 2) design and experimentally evaluate teaching units for the development of syntactic complexity.

The experimental sample consisted of twenty-seven poor readers and thirty-nine good readers from selected third grade classes in the former Raleigh Public Schools. A control group of twenty-seven poor readers not in the treatment group was selected from the same third grade classrooms.

Reading achievement was measured by the reading comprehension subtest of the Metropolitan Achievement Test. Oral syntactic complexity was measured by application of Granowsky's Formula for the Analysis of Syntactic Complexity.

Pretest and posttest data were collected and handscored. Appropriate statistical procedures were applied and the hypotheses were tested at the .01 level of confidence. The following research hypotheses were tested and rejected. H_1 There is no difference between good and poor readers on measures of syntactic complexity of oral language H_2 There is no difference between pre- and post-instructional measures of oral syntactic complexity of the language of the treatment sample H_3 There is no difference between poor readers in the treatment group and poor readers in the nontreatment group on posttest measures of reading comprehension.

Conclusions were: 1) Good readers do use more complex syntactic structures than do poor readers; 2) instruction in transformational sentence-combining and embedding resulted in more syntactically complex oral sentence structure; and 3) the units for enhancement of syntactic complexity were more effective in producing gain in reading comprehension than were typical remedial approaches.

Order No. 77-21,876, 178 pages.

THE EFFECTS OF A SHORT-TERM, READING-STUDY PROGRAM INVOLVING SOME CAMP-STYLE LIVING ON READING ACHIEVEMENT, SELF-CONCEPT, AND ATTITUDES TOWARD READING

KONLE, Mary Caroline, Ed.D.
Marquette University, 1976

This study attempted to demonstrate a feasible method of incorporating many accepted values of friendship and simple living into the public school's curriculum. Its aim was to approach education from a humanistic, organic view, perceiving the young student with a reading problem as a whole person. A seven-week school and camp program was devised which encompassed one week at a rural reading camp, incorporating outdoor activities with diagnostic study and reading instruction followed by one similar weekend get-together. Within the school setting, continued effort was made to maintain a close student-teacher relationship in working with these students in the developmental reading program.

Freshmen from New Berlin High School who had scored at the 36th percentile or below on the Iowa Silent Reading Tests, Level 1, Form E, Reading Power, which was administered to them in the eighth grade, were invited to participate in the program. Forty-six responded favorably. From these 46, an experimental and a control group of 20 each were randomly selected.

The following three null hypotheses were tested: (1) There will be no significant differences in the reading achievement as measured by the Iowa Silent Reading Tests of a selected group of high school freshmen who participate in a short-term, reading-study program including one week and a follow-up weekend of camp living as compared to the reading achievement of a selected group of high school freshmen who receive only regular classroom reading instruction. (2) There will be no significant differences in self-concept as measured by the Piers-Harris Self-Concept Scale of a selected group of high school freshmen who participate in a short-term, reading-study program including one week and a follow-up weekend of camp living as compared to the self-concept of a selected group of high school freshmen who receive only regular classroom reading instruction. (3) There will be no significant differences in attitudes toward reading as measured by the Iowa Silent Reading Tests Reading Survey of a selected group of high school freshmen who participate in a short-term, reading-study program including one week and a follow-up weekend of camp living as compared to the attitudes toward reading of a selected group of high school freshmen who receive only regular classroom reading instruction.

The effect of the program on reading achievement was evaluated by posttest only control group design, subjecting the Iowa Silent Reading Tests, Level 2, Form E, Reading Power, standard scores to an analysis of covariance with the selection instrument as covariate. The F-ratio derived, .072, was not significant ($p>.05$), indicating that there was no significant difference found between the two groups in reading attainment.

Hypothesis II was tested by pretest posttest control group design. A t-test was computed between the experimental and control groups on the gain scores derived from pretest and posttest total scores on the Piers-Harris Children's Self-Concept Scale. The t-value obtained, 1.337, was not significant ($p>.05$), indicating that there were no significant differences found between the two groups in self-concept.

Attitudes toward reading were evaluated through the use of the Iowa Silent Reading Tests Reading Survey. The response to twelve multiple-choice survey questions were subjected to chi square analysis. Only one question, "Do you need extra help in reading?" yielded a significant difference ($p<.05$). A greater number and percentage of the experimental group expressed a need for help in reading. There were no significant differences between the experimental and control groups in all other variables.

This study obtained no evidence of positive changes in reading achievement and attitudes during a seven-week, short-term, reading-study program including one week and a follow-up weekend of camp living. However, it may have important value as a pilot study of the effects of interspersing during the school year periods of camp-style, small-group living involving diagnostic teaching and supervised study. Though no changes in either reading achievement or attitudes were evidenced in the data presented in this study, it is very possible that the effects of participation in this program may be demonstrated in future test results of these students. It is planned to retest at the end of the present school year. The effects of this program may be observed over a longer time though this data will not be available for presentation in this study.

Order No. 77-16,761, 69 pages.

THE RELATIONSHIP OF TWO AND THREE DIMENSIONAL SPATIAL VISUALIZATION TO THE READING ABILITY OF LEARNING DISABLED CHILDREN

LAUGHTON, Reginald Sherman, Ph.D.
Case Western Reserve University, 1977

This investigation was designed to determine how measures of two and three dimensional visual spatial abilities were related to reading comprehension among children classified as learning disabled. The subjects were 70 children between the ages of 7 and 12 who were attending public school and who had been diagnosed and labeled as learning disabled. Two and three dimensional spatial visualization were measured with the Standard Progressive Matrices and subtests of the WISC (Block Design, Picture Completion, Object Assembly). The reading score was derived from the reading comprehension subtest of the Metropolitan Achievement Test. Chronological age was assumed to be significantly correlated to both the dependent and the independent variables, and correlation and multiple correlation analysis confirmed it. Consequently, chronological age was partialled out of all the variables. The data obtained from this procedure was analyzed using a stepwise multiple regression analysis. With the effects of chronological age removed, there were no significant relationships between any of the predictor variables and the criterion variable. A principal components analysis was done on the predictor variables. Two factors emerged which gave support that the predictor variables used in this study were measures of different things. Factor I as measured by the Standard Progressive Matrices loaded most heavily on the two dimensional variable and Factor II loaded most heavily on the three dimensional variables as measured by Block Design, Object Assembly, and Picture Completion.

Because the Block Design subtest loaded more highly on Factor I than Factor II (even though the review indicated it to be a three dimensional measure), it is suggested that future research might be done considering the Ravens and Block Design as one variable and Object Assembly and Picture Completion as another variable more clearly measuring two and three dimensional spatial abilities.

Order No. 77-18,832, 63 pages.

A STUDY OF THE RELATIONSHIP OF SELF-CONCEPT TO READING ACHIEVEMENT OF TWO GROUPS OF FOURTH GRADE MEXICAN-AMERICAN STUDENTS

McKIBBIN, Marcy Peck, Ph.D.
The University of Nebraska - Lincoln, 1976

Adviser: O. W. Kopp

The Problem

The purpose of the study was to determine if there was a significant relationship between development of a positive self-concept and reading achievement of two groups of fourth grade, Mexican-American students. Particular dimensions of self-concept development and instructional approaches are frequently related to academic achievement problems of Mexican-American children. The study was designed to assess students' development of a positive self-concept in relationship with their achievement in reading comprehension. The two measures were taken, at the beginning and the end of the treatment period, on a group of students participating in a multi-approach reading program and on a group of students participating in a basal approach reading program. Comparisons were made to assess students' cognitive acquisition in consonance with development of their self-concept.

Procedures

The procedures of the study included: (1) a review of selected literature on self concept; self-concept of Mexican-Americans; academic achievement of Mexican-Americans; and factors affecting the relationship of self-concept to reading achievement of Mexican-American students; and (2) the collection and analysis of data from two groups, forty-six each, of rural, fourth-grade Mexican-American students who were participants in specific reading programs during the 1974-1975 school year.

Conclusions

The results of this study support the notion that different types of reading programs can influence achievement in reading comprehension. Mexican-American students participating in a multi-approach reading program did significantly increase their reading achievement. In comparison, Mexican-American students who were participants in a basal approach reading program did not measure as significant an increase in their reading achievement.

There was no significant difference between the groups' scores on the Self-Concept Inventory. As a matter of fact, the self-concept scores decreased for both groups during the treatment period of the 1974-1975 school year.

A significant result of the study was in the relationship between reading achievement and self-concept from beginning to end of the treatment period for subjects in the multi-approach reading program. The results indicate that the more successful students had the highest self-concept at the end of the treatment period. It was found that students in the basal approach reading program showed a positive relationship between reading achievement and self-concept, both at the beginning and end of the treatment period.

Implications of the Study

The implications of this study appear to indicate that: 1. A successful reading experience seems to be related to students' development of a positive self-concept. 2. Student participation in a multi-approach reading program designed to offer a personalized learning experience, as compared to a basal approach, does influence students' achievement in reading comprehension.

Order No. 77-14,677, 73 pages.

AN ECOLOGICAL COMPARATIVE ANALYSIS OF ADULT-CHILD INTERACTION BETWEEN A COMPENSATORY PRE-SCHOOL AND A RECEIVING KINDERGARTEN PROGRAM

McKINNEY, Marvin Hayes, Ph.D.
The University of Michigan, 1977

Chairperson: Percy Bates

This study subscribed to environmental theory in order to analyze the similarities and differences between a compensatory preschool program and a receiving kindergarten program. The purpose of the study was to explore the suspected involvement of ecological considerations as contributing factors to the phenomenon of compensatory preschool graduates having a tendency to regress cognitively upon public school entry.

The subjects were 148 children, thirteen teachers and twelve educational assistants who participated in preschool and kindergarten classes selected for study. The subjects were grouped on the basis of gender, race, achievement, and grade level.

The constituent of the classroom environment which was the focus of this study was adult-child interaction. The instrument used in the identification of adult-child interaction was a nonsequential, naturalistic observation system, the Pupil Record of School Experiences (PROSE). (Medley et al., 1968).

Four classifications of the PROSE were used in this study: (1) Type of Interaction; (2) Adult with Whom Child Interacts; (3) Behavior of the Adult; and (4) Nature of the Interaction. These classifications are subsequently defined and divided into sixteen categories.

The statistical methods used were a four-way analysis of variance employing gender, race, achievement, and grade level as the main effects.

For (1) Type of Interaction, grade level differences were significant on three of four definition categories, while race x grade and race x achievement x grade were significant on two definition categories.

For (2) Adult with Whom Child Interacts, two categories were used: teacher and paraprofessional. Grade level differences were significant on both of the categories, while gender x achievement x grade was significantly different on one of the categories.

For (3) Behavior of the Adult, which was subsequently defined by seven categories, four categories indicated significant differences as a function of grade level.

The fourth classification, Nature of the Interaction, was defined by three categories. Significance for grade level differences was attained for all categories.

The results of data supported the theoretical hypothesis that system differences do exist between the two programs under investigation. They further show that the factors of race, gender, and achievement influence the adult-child interaction between grade levels. The results also suggest that such ecological factors should be given consideration when comparing the longitudinal effects of compensatory programs.

Order No. 77-18,076, 143 pages.

SELF-MANAGEMENT TRAINING FOR CHILDREN WITH READING PROBLEMS: EFFECTS ON READING PERFORMANCE AND SUSTAINED ATTENTION

MALAMUTH, Zipora Niderberg, Ph.D.
University of California, Los Angeles, 1977

Chairperson: Professor Eva L. Baker

Normal children, identified by their teachers as "poor readers," were given individual training in self-management (SM) using a paradigm similar to that developed by Donald Meichenbaum. Emphasis was placed on the potential utility of such training for enhancing academic achievement. The impact of SM training on reading performance and on sustained attention, an attentional process associated with school performance, was examined. In addition, the possibility that the program would particularly benefit children who evidence attentional deficits was investigated.

Subjects were male and female fifth grade students, from a school with an exclusively black population, who were identified by their teachers as "poor readers." These children were randomly assigned to either the Self-Management or Modeling Control (MC) condition. The central feature of the SM training was the use of internal speech to control behavior. Training consisted of five sequential steps during which task-oriented, overt verbalizations were gradually faded to covert speech. The control condition resembled a tutorial interaction; students in both conditions were exposed to the same materials and tasks.

Six white instructors conducted both the experimental and control conditions. They were told that both treatments constituted experimental teaching approaches. Subjects met individually with one of the instructors, to whom they were assigned randomly, for four half-hour sessions over a two week period.

The results indicated that students receiving SM training showed fewer errors on a reading task than the control group. This effect was independent of the sex of the subject or the instructor. Moreover, in comparison with control children, students trained in self-management committed fewer errors and manifested greater inhibitory control over their behavior on the Audio Visual Checking Task (AVCT), a measure of sustained attention. Significant relationships between attentional deficits and SM training were not found, although trends in that direction were noted.

A post-experimental transfer measure was taken of each child's teaching style with a peer who was an accomplice of the experimenter and who had not participated in the study. In contrast with the control group, children in the experimental condition consistently utilized varied elements of the SM program in teaching the peer.

Correlational data bearing upon the relationship between experimental measures and teachers' evaluations of attentional processes were also obtained. Low correlations were found between the experimental measure of sustained attention and teachers' ratings of distractibility. Children's reading performance was significantly correlated with the distractibility ratings but not with the AVCT.

The results were interpreted to suggest that SM training may enhance the academic achievement of normal ability children as well as modify attentional processes associated with school performance. Possible limitations of such a program were also discussed. Finally, issues that should be addressed in future research were delineated.

Order No. 77-23,902, 141 pages.

A DIAGNOSTIC EVALUATION OF THE AUDITORY TRAINING COMPONENT IN A COMPENSATORY PROGRAM

MOORMAN, Francie Helm, Ph.D.
The University of Michigan, 1977

Chairman: Donald E.P. Smith

This study is a diagnostic-evaluation of the auditory discrimination skills performance of Title I kindergarten through fourth grade and Chapter 3 kindergarten through sixth grade children in the Willow Run Community School District. The purpose of the study was to ascertain whether the Chapter 3 and Title I programs were effective in training auditory discrimination skills. In order to accomplish this analysis, the teachers in the two programs administered the objective referenced subtests of the Standard Achievement Recording System (STARS) to the participants and results were analyzed to determine patterns of deficits.

The instrument used consisted of eighteen subtests administered to a random sampling of kindergarten through third grade Title I and Chapter 3 children. Some of the same subtests were repeated in grades four through six. Hence, the first and fourth graders took the same seven tests; the second and the fifth graders took the same four and the third and sixth graders took the same three tests.

It appears based on this study that: 1. Despite differences in the method of selecting children for Title I and Chapter 3 programs, children in both programs are equivalent in auditory skills. Therefore, an improvement plan appropriate for one group should be appropriate for the other. 2. Children were unfamiliar with tasks which require attention to various parts of words. 3. Skill deficiencies differed by grade level. Earlier grade children experience difficulty with such skills as rhyming, word matching and segmentation. Upper grade children continued to have difficulty with segmentation skills (hearing sounds in words and syllabication) but had mastered rhyming and matching. 4. Auditory subtests should be administered at the beginning of the school year so that a personalized plan of remediation can be provided the affected students immediately.

Order No. 77-26,320, 149 pages.

READING PERFORMANCE OF RELAXATION TRAINED CHILDREN

PADAWER, Davida Dee, Ph.D.
University of Pennsylvania, 1977

Supervisor: Bartell W. Cardon

The purpose of this study was to demonstrate that a relationship exists between psychophysiological relaxation and improvement in reading performance by elementary school children. It was expected that relaxation training would facilitate internal or self-control, thus enabling students to demonstrate increases in attention, concentration, and memory and consequently to improve their reading skills.

The subjects consisted of 35 black students from the McMichael Elementary School in West Philadelphia. This school is located in an area of lower-socioeconomic status. The children chosen to participate in the study were selected on the basis of their poor reading achievement. These children were the 11 or 12 poorest readers in each of their respective classes. Teachers and students from a first, second, and fourth grade participated. The experimental group ($N = 18$) consisted of thirteen males and five females randomly selected from the three classes. Their mean I.Q. was 87.26. The control group ($N = 17$) consisted of the remaining eleven males and six females from each of the classes. Their mean I.Q. was 91.28.

The dependent measures were based upon classroom objectives. Each student was individually administered a word recognition test, comprehension test, and phonics inventory. Additional measures were also administered. They included the Lorge-Thorndike Intelligence Test (nonverbal battery), a letter recognition test, a pre-reading inventory, and a child's relaxation scale. Observations on student and teaching behaviors were periodically recorded by the teachers and the experimenter.

This investigator administered the intelligence tests and the treatment to the children and teachers. Testing was carried out by two testers and the experimenter. The teachers and testers were naive with regard to experimental or control group assignment.

Treatment for the experimental group involved relaxation training for approximately 15 minutes each day for 10 school days. During the same two weeks the teachers also were trained to relaxation and how to employ it with their students. The control group was seen during this time period and were involved in activities of attention, memory, and concentration. At the conclusion of the training phase, the teaching period followed for two months in which the classroom teachers added the relaxation technique to their planned lessons for both experimental and control students. Following the teaching period, the dependent measures were administered for the final two weeks of the experiment.

A multivariate analysis of variance (MANOV2) was applied to the data. The main effects of the following measures were compared: word recognition, comprehension, and phonics. The relaxation trained students demonstrated significantly higher performances for all dependent variables, $p < .05$ for Word Recognition and Comprehension and $p < .01$ for Phonics. The experimental students worked with less impulsivity, were more attentive, demonstrated greater flexibility of thought, increased concentration, and more sophisticated problem-solving skills.

The results of this study suggest a new method of classroom instruction which has the potential to facilitate increases in reading skills in the reading-impaired child. The implications are further discussed in terms of teaching models, parental education, and educational goals.

Order No. 77-19,903, 132 pages.

READING: THE EFFECT OF READING LAB INSTRUCTION ON THE READING ACHIEVEMENT AND READING ATTITUDES OF SEVENTH GRADE REMEDIAL READING STUDENTS

QUINTILIANI, Carmen Joseph, Ed.D.
Boston University School of Education, 1977

Major Professor: Thomas E. Culliton, Jr.

Overview

This study was undertaken in order to compare the total reading gains made by seventh grade remedial reading students taught by two different modes of instruction, namely, a reading lab and a conventional classroom. It also attempts to determine whether or not students who have completed a twenty-week term in the reading lab will show a significant change in attitudes toward reading. The reading lab provides individualized reading instruction which focuses in on the specific reading problems manifested by seventh grade remedial readers.

Pre and post reading achievement tests were administered to the lab students as well as a pre and post attitude survey. The same reading achievement test procedure was carried out with students enrolled in a traditional, self-contained reading class. However, these students were not administered an attitude survey.

The major variables associated with each group were controlled with the only significant difference being the mode of instruction. The reading lab group was taught by a lab approach which utilizes a highly individualized system of instruction, placing heavy emphasis on reading machines and other individualized materials. The basic group was taught by a traditional approach which consists of materials that are used without machine assistance. The teaching strategy is group oriented. Both groups received sixty hours of reading instruction or the equivalent of five months (one half of a regular school year).

Reading performances were measured by the California Reading Achievement Test, 1970 Edition, Level 4, Form A.

The reading attitudes were measured by the Estes Reading Attitude Scale.

Results

1. The analysis of results of the total reading gains made by the reading lab group and the basic group revealed that the gains made by the reading lab group were statistically significant at the .01 level of confidence, and the gains made by the basic group were not statistically significant. 2. An analysis of the pre and post attitude survey on the reading lab group yielded two results. First, there were no statistically significant changes by either boys or girls on the positive items of the Estes Attitude Survey. Second, there were statistically significant changes between the pre and post attitude survey on negative items for both boys and girls. The boys' changes were above the .01 level of confidence, and the girls' changes were above the .05 level of confidence.

Therefore, it can be concluded that the reading lab did not change the positive attitudes to a significant degree but that the negative attitudes were significantly changed from negative to more positive.

These results were viewed as being important in that: 1. It appears that reading lab instruction is a viable alternative to effectively meet the needs of seventh grade remedial reading students. 2. If a school system is interested in developing a successful junior high school remedial reading program, a reading lab is a most desirable option.

It is hoped that the results of this study will provide school systems with important data which can assist them in deciding what type of reading program would best meet the needs of junior high school remedial readers.

Order No. 77-21,673, 153 pages.

THE INFLUENCES OF INCREASED CORRECT AND DECREASED ERROR ORAL READING RATES ON THE RECALL COMPREHENSION ABILITIES OF LEARNING DISABLED CHILDREN

ROBERTS, Michael Bradley, Ph.D.
George Peabody College for Teachers, 1977

Major Professor: Deborah D. Smith

This research examined the effects of increased oral correct reading rates and decreased oral error rates on learning disabled children's recall comprehension abilities. In addition, the influence of improved recall comprehension scores on oral correct and error reading rates were investigated. The design included single subject multiple baselines across subjects and within subject reversals. Order effects were controlled by alternating the sequence of interventions across pairs of subjects. The design facilitated the examination of comprehension performance as a function of the manipulation of reading rates and direct intervention. All interventions on reading rates and comprehension included: instructions, modeling, and token reinforcement. The comprehension questions were generated by the researcher, and a posttest indicated that only 13.4% were answered correctly when the subjects had not read the related material. The object of the research was to examine the effects of increased correct and decreased error oral reading rates on comprehension, and not to analyze the strategies implemented to increase or decrease those rates. Therefore, a component analysis was not performed on the intervention packages.

The premise of the study was established: correct oral reading rates were increased and error rates were decreased. Comprehension performance was examined under these two conditions, and although both reading rate manipulations enhanced comprehension performance, the effects were minimal. An intervention strategy designed specifically to intervene on comprehension significantly increased comprehension in all subjects. Increased comprehension performance was shown to influence positively both rate measures on oral reading. Accuracy of oral reading, defined as the percentage of correctly read words, was influenced positively by both decreased error oral reading rates and increased comprehension performance. Accuracy was not enhanced by increased correct oral reading rates.

Limitations of the research were assessed to be: the variability of the comprehension data, and the exclusion of the comprehension intervention from the alternation of the intervention sequences. The original research design had not stipulated a comprehension intervention; therefore, including it in the crossover aspect of the design was not possible.

The implications of the research for educational practice were: (a) the efficacy of using a simple intervention package consisting of instructions, modeling, and token reinforcement to ameliorate reading deficiencies; (b) that correct and error oral reading rate interventions did not impede comprehension performance, but rather improved it slightly; (c) that the comprehension intervention used not only enhanced comprehension performance, but also correct and error oral reading rates; and (d) that subjects placed in reading texts, which could be described as being at frustration levels, were able to perform and significantly improve on all measures studied during the research. These implications must be tempered by the constraints of generalizing from results obtained with only eight learning disabled subjects. Order No. 77-25,125, 145 pages.

THE ACADEMIC ACHIEVEMENT OF FOURTH GRADE NORMAL ABILITY BLACK STUDENTS IN READING AND MATHEMATICS IN PREDOMINANTLY WHITE AND PREDOMINANTLY BLACK SCHOOLS

SHERMAN, Thomas Oscar, Ph.D.
The University of Oklahoma, 1977

Major Professor: O.J. Rupiper

The purpose of this research study was to compare the academic achievement in reading and mathematics, respectively, of fourth grade black students whose IQs range from 90 to 110, who were attending predominantly white schools (percentages of enrollments of black children ranged between 20% and 45%) with black students who were attending predominantly black schools (percentages of enrollments of white children ranged between 20% and 45%) located in the same integrated Metropolitan Area of a Public School District in the South.

Thirty males and 30 females were randomly selected from 54 black males and 54 black females from 10 predominantly white elementary schools subjects whose IQ scores fell within the 90 to 110 range. Then 30 males and 30 females were randomly selected from 57 black males and 57 black females from six predominantly black elementary schools' subjects whose IQ scores fell within the 90 to 110 range. These 16 elementary schools were located in the same integrated Metropolitan Area of a Public School District in a state in the South. The randomization coin tossing method was used to achieve the pure chance selection of the two groups of fourth grade black subjects from the predominantly white and the predominantly black elementary schools.

The fourth grade black populations of the predominantly white and the predominantly black elementary schools were administered the Short Form Test of Academic Aptitude, Level 2 to determine the IQ scores. The fourth grade black populations of the same two groups of bi-racial schools were administered the Comprehensive Tests of Basic Skills, Level 1 to measure the academic achievement in reading and mathematics, respectively.

It was hypothesized that there would be no statistically significant differences between the mean raw scores in reading and mathematics achievement respectively of the two randomly selected samples of these fourth grade black students. Analyses of variance were used to test the statistical difference between the two groups on achievement in reading and mathematics. The results of the analyses revealed no statistically significant difference in reading and mathematics between fourth grade black subjects who attended the 10 predominantly white elementary schools and those who attended the six predominantly black elementary schools.

Order No. 77-21,406, 57 pages.

THE EFFECTIVENESS OF THE USE OF COLOR CUES TO TEACH LOW-ACHIEVING SECOND GRADERS VISUAL DISCRIMINATION IN PAIRED-ASSOCIATE LEARNING OF PREVIOUSLY ENCOUNTERED SIGHT-VOCABULARY WORDS

SIMS, Alberta W., Ph.D.
Michigan State University, 1977

Problem

This study was designed to determine the effect of color as a facilitator of visual discrimination on paired-associate learning. Specifically, the purpose of the study was to determine which of three treatments, maximum color, vanishing color, or no color, was more effective in visual discrimination training when a single color was used as a cue on a variety of stimuli. It was felt that the use of a single color might eliminate the problems previously associated with the use of multiple color cues while still focusing the subject's attention on the distinctive features of the stimuli.

Implications

Teachers of reading should consider the use of vanishing hue color cues to assist children with the following tasks: (1) learning to visually discriminate between words that are confusing, (2) learning to visually discriminate between words that have all or many common letters, and (3) learning words that contain letters that are rotations of each other.

Research should be undertaken in a school setting using materials that employ the vanishing hue color technique for one group and materials with no color for one group for a specified period of time. Comparison of the achievement of the two groups would provide information concerning the relative potency of the vanished color cues.

Finally, publishers may wish to consider using the technique with beginning reading materials.

Order No. 77-25,286, 128 pages.

Procedure

The population for the study included students from 15 schools in one school district, who were identified by classroom teachers and reading specialists as having difficulty in word recognition. A random sample was taken to generate three groups of 40 second graders for each treatment.

An instructional episode which consisted of 12 pairs of words on which some children often make "static" and "kinetic" reversals was developed employing three sets of 120 cue cards for each treatment. Verbal directions for each group remained the same throughout the treatments. The only source of variation was the method of color highlighting applied to the stimulus word.

Each subject was taken through an instructional episode individually. Three posttests--Naming, Pairs, and Match to Form from Memory--were administered upon completion of the instruction.

Results

The data collected were analyzed using a two-way multivariate analysis of variance. A treatment main effect of .05 level of significance was revealed.

The univariate F-test was employed to specify on which dependent variable the treatment main effect was found to be significant. It was established that all three dependent variables were influenced by the treatment main effect. The univariate F-tests were found to be significant at the .01 level.

Four post-hoc contrasts were constructed to find where the significant differences existed among the three groups. As a result of using the t-test to test the contrasts on the three dependent variables at the .01 level, vanishing color was found to be significant on the three variables.

Significantly better ($p < .05$) achievement was found on the three tasks favoring the vanished color treatment over the maximum color and no color treatments.

Conclusions

Within the limitations of the study, the investigator concluded that children who receive instruction that utilizes vanishing color cues learn the tasks of visual discrimination, visual memory, and association of a verbal response at a significantly higher level of achievement than children who receive instruction with maximum color cues and no color cues.

Finally, it can be concluded that the use of vanishing color cues serves to focus attention on the distinctive features of the words to be learned without producing interference at transfer.

EFFECT OF PRINT SIZE AND EXTRANEOUS NOISE ON READING ACQUISITION FOR HYPERACTIVE AND NON-HYPERACTIVE CHILDREN

STEIN, Steven Robert, Ph.D.
The University of Wisconsin-Madison, 1977

Supervisor: Professor John W. Glebink

Following a review of theories and studies about the hyperactive child, the effect of print size and extraneous noises on reading acquisition for 52 hyperactive and 52 nonhyperactive children was investigated. Recent investigations suggest that the hyperactive child is essentially a sensation or stimuli seeking individual whose overly active and fidgety behaviors are a function of his or her internal need for external stimulation to create an optimal level of functioning. This is contrary to the more traditional approaches regarding the environmental remediation of the hyperactive child, i.e., placement of the child in an environment void of extraneous and irrelevant stimulation.

The aim of this study was to determine if this motivational theory can be directly applied to increase the learning performance of hyperactive children by varying two stimulus input variables: (1) visual stimulus intensity (print size) and (2) extraneous auditory stimulation (children's playground noises). The dependent variable was the number of trials it took each child to decode six previously unlearned words under four treatments: (1) small print (approximately 1/16") and background noise (20dB-90dB), (2) small print without noise, (3) large print (approximately one inch) with noise and (4) large print without noise. Hyperactivity was measured by teacher nominations and the Conners' Teacher Rating Scale.

Results confirmed the hypothesis that hyperactive subjects took significantly fewer trials to learn the six words under the treatment of large print with noise than the other treatments. Also, the rate of learning under the treatment of large print versus the small print treatments was significantly greater for the hyperactive sample than for the nonhyperactives. However, the hypothesis that the difference between the rate of learning under the treatments of background noise versus the no-noise treatments would be significantly greater for the hyperactive subjects than for the nonhyperactives was rejected.

Post hoc analyses indicated that background noise had no significant effects on learning for either sample. Large print significantly facilitated learning for the hyperactive children, but had no effect for the nonhyperactive sample.

Implications of this study were examined and discussed.

Order No. 77-19,734, 95 pages.

AN EXAMINATION OF THE EFFECTS OF THE MONTEREY READING PROGRAM ON JUNIOR HIGH SCHOOL SPECIAL EDUCATION STUDENTS

STEINER, Nancy Miller, Ph.D.
University of Colorado at Boulder, 1977

Director: Associate Professor Norma J. Livo

Recognizing the overwhelming problems of secondary school students who read at the primary level, the Denver Public Schools adopted a program in reading to aid this population. This program, Monterey Reading, is currently being used in all but two of the Denver system's secondary schools.

This study was designed to determine if this program was best suited to those designated as Special Education students or whether it equally met the needs of all nonreading students at these grade levels. It was also structured to determine the effectiveness of peer tutors in teaching Monterey.

The data for the study was collected at Lake Junior High School in Denver and included junior high school students who had been in the program for up to one school year. During the 1975-1976 school year, there were 85 students at Lake who were enrolled in Monterey Reading, and these were fairly equally divided into Special Education students and Nonexceptional students. Both classroom teachers and peer students taught the remedial program.

For the study, those Special Education students who received Monterey training were considered as the experimental group, and the Nonexceptional students were considered the control group. Both groups were pre- and post-tested with an achievement test and an oral reading test. An analysis of covariance design was employed to determine if there were any significant differences to be found in either the Special Education-Nonexceptional category or the peer-teacher tutor category.

The effect of the pretest was found to be the most significant effect with both groups, with no statistical evidence that it benefited one group more than another. There was minimal significance found in the use of Monterey for Special Education students, and there was no significant variance found in the use of teacher or peer tutors. No interaction effect was found in combining the results from the tests of Special Education students, Nonexceptional students, peer-tutored students, and teacher-tutored students. A test employed to determine if ANCOVA was the proper tool to examine the data from this study indicated that analysis of covariance was an effective instrument in this case.

Since Monterey did not test out to be significantly better for Special Education students, it is suggested that the schools carry out more research before considering further the proposal to limit the use of Monterey to Special Education students. It is also suggested that the success of peer tutors be recognized as an effective way to aid both remedial readers and peer tutors as well as recognizing the potential savings in teacher time and money. In addition, it is suggested that the school system consider altering the program to provide students with better content in some areas of the phonics program.

Order No. 77-24,297, 167 pages.

READING DISABILITY: DIAGNOSIS, PRESCRIPTION AND REMEDIATION TECHNIQUES FOR SCHOOL PSYCHOLOGISTS

WHITE HAWK, Sharon Kay, Ed.D.
University of South Dakota, 1976

Director: Dr. Dauna B. Browne

The purpose of this study was to design a handbook for school psychologists and other resource people who work with disabled readers and their classroom teachers. Two major purposes of the handbook are: (1) to assist the psychologist in diagnosing and prescribing for the disabled reader, and (2) to assist the psychologist in working more effectively with the classroom teacher and/or reading specialist.

The content is intended to provide useful information for the school psychologist. The basic procedures suggested for work with a disability case were discussed in separate sections to promote clarity and understanding of purpose and method. The basic procedures are: (1) diagnosis, (2) prescription, and (3) remediation.

A select number of specific reading disabilities were discussed to illustrate the complexity of reading disability. Steps toward diagnosis, prescription, and remediation were suggested in each section, relevant to the given description criteria. The manual provides guidelines for a team approach to working with specific reading disability cases by reading personnel and school psychologists. Such teamwork is illustrated through steps of referral. The child who experiences difficulty in learning to read is obviously having trouble with one or more skills. At this point the reading teacher works with the child. If the problem is more severe, the reading specialist and school psychologist are involved in work with the child. The reading specialist looks at reading skill development, and the school psychologist looks at detailed psychological processes that affect reading ability.

Following the procedures outlined in the manual should assist psychologists, in working with school administrators, reading teachers and parents toward more effectively helping children with reading disabilities.

Order No. 77-13,950, 169 pages.